

The Role of Transformational Educational Leadership in Developing the Saudi University System (Hail University as a Model)

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ABSTRACT

The research's goal was to determine the transformational educational leadership's role in developing the Saudi university system through an applied study on the University of Hail. The study relied on the survey method, Due to its relevance to the topic and objectives of the current study. The study sample consisted of (48) educational leaders at the University of Hail who constitute the study population. The Chris and Morgan table was used to determine the size of the study sample members, The study was based on the questionnaire to identify the role of transformational educational leadership in developing the Saudi university system. Finally, the study found that three dimensions of the study (ideal influence, inspirational motivation, and empowerment) had a high degree of impact, and they had a mathematical mean of (3.90, 3.97, 3.79) respectively. Accordingly, it was found that there is a high role for transformational educational leadership at the University of Hail.

Keywords: Educational Leadership, Transformational Leadership, Saudi University System, University of Hail.

Introduction

The success of universities lies in the extent to which they achieve their goals and mission; in addition to how educational leaders manage universities, the leadership styles they practice, and the successful leadership qualities that are represented in their personalities, and their abilities to employ their capabilities towards constructive work.

Grunefeld et al (2017) indicated that educational leadership is a major work that will create repercussions on the behavior of its members on the one hand, and on the other hand, its ability to raise the level of flexibility and effectiveness of universities and improve their system. In the same context, Grunefeld (2020) indicated that educational leadership includes communication skills, decision-making, inspiration, time management, self-management, and commitment. Thus, universities need to be led rationally and effectively by practicing transformational leadership behaviors that enhance communication and interaction processes, as well as planning and participation in decision-making (Matos & Kasztelnik, 2021). Nicdao (2019) indicated that one of the leadership styles produced by scientific progress and technical development is the transformational leadership style, which is distinguished by its high ability to lead universities in the face of modern challenges and developments by influencing the development of their system and increasing the organizational creativity of transformational leaders.

In the same context, transformational leadership is what goes beyond providing incentives for desired performance to improving the university system through innovation in performance and transforming self-interests to be an essential part of the higher mission of these universities (Baba, 2019).

Based on the previous considerations, the aspirations of the Kingdom of Saudi Arabia represented a historical challenge for building and developing educational leaders. Therefore, Cabinet Resolution No. (556) dated 25/12/1437 AH was issued to establish a Center for the Preparation and Development of Educational Leaders. Council of Ministers Resolution No. (103) dated 20/2/1441 AH was also issued, changing the name of the Center for the Preparation and Development of Educational Leaders to "The Academy for the Development of Educational Leaders", to support and achieve the leading role entrusted to the Academy in developing national leaders. This great support will advance the Academy's journey towards broader horizons and greater national ambitions (Institute of Public Administration, 2019).

Based on the foregoing, the research on the role of transformational educational leadership in developing the university system, in Saudi Arabia, through applied research on the University of Hail has its justifications. Among these justifications is the need to adopt a creative leadership model such as transformational leadership, which is characterized by certain specifications that enable the development of universities. One of the justifications is also the need to contribute to the development of appropriate strategies, processes, and plans in an attempt to positively influence the development of

universities and the employment of transformational leadership and the adoption of this type of leadership by educational leaders in Saudi Arabia.

Problem Statement

Transformational educational leadership represents a new intellectual framework. Among the most crucial outcomes is the development of the skills and capabilities of educational leaders in universities and the improvement of their performance (Salim & Rajput, 2021). However, the principles of this new trend are reflected in the ability of transformational leaders to communicate the university's message and future vision by showing high ethical behaviors and building trust and respect to achieve its goals (Eroje et al, 2021).

The results of the study by Bin Bakr & Alfayez (2022) indicated that there is a clear role for transformational leadership in positively affecting the performance of university employees. Alghamdi's study (2020) also found that transformational leadership's dimensions (ideal influence, inspirational motivation, intellectual stimulation, individual consideration, and empowerment) affect university employees' performance.

It is important to note here that transformational leadership has a crucial part in the developing the university system. There are also continuous demands to continue the approach of development and modernization in the Kingdom of Saudi Arabia according to its vision 2030, because it gives special attention to enabling educational leaders to develop their leadership capabilities, and this in turn will affect the work of university systems positively (Alessa, 2021).

According to the previous considerations, the study problem was embodied by the researcher's observations of the working environment conditions at the University of Hail, and the university's need for advanced mechanisms and strategies to achieve long-term goals related to transformational leadership and to find transformational leaders who contribute to the university's development process. Hence, the researcher had a preliminary perception that the need to research how Saudi universities may develop their work through transformative educational leadership in line with the requirements of employing this type of leadership, by defining plans.

Questions of the study

1. How does ideal influence relate to the role of transformational educational leadership in the growth of the University of Hail?
2. How does inspirational motivation relate to the role of transformational educational leadership in the growth of the University of Hail?
3. How does empowerment relate to the role of transformational educational leadership in the growth of the University of Hail?

Purpose

The purpose of this research was to investigate the role of transformational educational leadership in the development of the University of Hail in relation to the transformational leadership's dimensions (ideal influence, inspirational motivation, and empowerment). The study sought to identify the level of improvement of the Hail University system through the work of transformational educational leaders. Finally, it sought to reveal whether the replies from the transformational educational leaders differed substantially at the level of significance (0.05) towards the role of transformational leadership in its dimensions due to the study variable (training courses).

Significance

The theoretical significance of this study lies in the way it clarifies the transformational leadership style and the relationship between it and the growth of university systems. While the applied importance is evident through the help of this study for leaders at the University of Hail to choose appropriate leadership styles and its contribution to the benefit of decision makers and policy makers in the Ministry of Education in Saudi Arabia in taking procedures and methods that enhance the processes of improvement and modernization of the university management system, in particular the University of Hail.

Delimitations

The study was applied on educational leaders in the University of Hail in the Kingdom of in 2022. The study's scope was restricted to identifying how transformational educational leadership contributed to the development of the University of Hail's systems, through the transformational leadership's dimensions (ideal influence, inspirational motivation, empowerment).

Terms

Transformational Leadership

Alquhaiz (2020) defines it as the ability of educational leaders to communicate the university's mission, vision, and goals, and to motivate workers to practice high ethical behaviors. Bunaiyan (2019) also indicated that transformational leadership is a style of leadership through which educational leaders seek to reach the underlying motives of their subordinates, then work to satisfy their needs, and invest their maximum energies, with the aim of achieving an intended change.

It is defined in this study as the ability of transformational educational leaders to develop the Hail University system, through the scale prepared for this study.

Transformational educational leaders

Educational leaders are defined as individuals who are distinguished by leadership qualities and practical skills, which qualify them to lead a group of educators who work to apply the principles of education and raise a new generation and represent the elements

of sustainable development for any ambitious society, and work in educational departments in the regions affiliated with the Ministry of Education (Radwan et al, 2019).

Alalshaikh (2020) indicated that educational transformational leaders are the educational leaders who are able to lead the workforce in the educational process, in an educational institution, and direct it towards educational goals, and improve interaction between workers in effective ways that achieve their cooperation and raise their level of performance.

The researcher defines the educational transformational leaders in this current study as the leaders who can employ the development processes in the university by adopting the transformational leadership mechanisms at the University of Hail.

Methodology

The survey methodology was used for the investigation. This strategy relies on observing reality and precisely characterizing the phenomenon to be examined by gathering, arranging, and categorizing information because it is pertinent to the topic and the current study's objectives.

Sample

All (48) of the University of Hail's educational administrators made up the study's population, and the Krejcie & Morgan tables were used to determine the size of the study sample.

Instrument

The researcher employed the questionnaire as an instrument to gather data from the study participants to determine, through an applied study on the University of Hail, the role of transformational educational leadership in growing the Saudi university system. Accordingly, the study included three dimensions of transformational leadership represented in (ideal influence, inspirational motivation, and empowerment). The final version of the study instrument had (21) items, where the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) was chosen. This was done after the study instrument was arbitrated by a group of arbitrators, and their observations were taken into consideration.

Validity

A pilot sample of (17) academic leaders at the University of Hail received the questionnaire to check the questionnaire's internal consistency. Their answers were transcribed into (SPSS 20). Then, using the degrees of significance for the values of coefficients, the correlation coefficients between the overall scores among all dimensions of the study were determined as illustrated bellow:

Table (1) Pearson Coefficients of Correlation

Correlation Value	Dimensions
**0.9485	Ideal Influence

**0.9533	Inspirational Motivation
**0.9682	Empowerment

Table No. 1 clearly shows that the correlation coefficients of the study's dimensions tool related to the reality of transformational educational leadership at the University of Hail were high and ranged between (0.9485) and (0.9682), and they are statistically significant at the level of significance (0.01). This indicates that all these domains genuinely enjoy internal consistency.

Reliability

The following table demonstrates that the researcher used the Cronbach's Alpha method for the study's dimensions to assess the reliability of the questionnaire. This method involves figuring out how closely related items are to one another.

Table (2) Cronbach's Alpha

Cronbach's Alpa	No. of items	Dimensions
0.89	7	Ideal Influence
0.95	7	Inspirational Motivation
0.98	7	Empowerment
0.99	21	Total

The overall reliability coefficient for the dimensions, which can be shown in Table No. 2, was (0.99), which is high and shows has the high level of the questionnaire's dependability that can be trusted in the study's field application.

Results and Discussion

Q1: How does ideal influence relate to the role of transformational educational leadership in the growth of the University of Hail?

The sample responses on the ideal influence dimension were analyzed to determine their arithmetic means and standard deviations in order to provide an answer for this question.

Table (3) Ideal Influence

No.	Items	Means	Standard Deviations	Degree	Rank
5	The transformational educational leader understands the latent needs of the administrative staff in the university	4.09	1.00	High	1
2	The transformational educational leader is concerned with the outcomes of decisions affecting the values of work at the university.	4.07	0.96	High	2
6	The transformational educational leader possesses	4.01	0.92	High	3

	leadership skills in preparing university plans.				
4	The transformational educational leader transcends his or her personal interests with the goal of achieving the general interest of the university.	3.98	0.91	High	4
1	The transformational educational leader acts in a manner that commands the respect and appreciation of the administrative staff at the university.	3.90	1.15	High	5
3	The transformational educational leader demonstrates a sense of self-confidence in front of the administrative staff in the university	3.74	1.05	High	6
7	The transformational leader enhances work productivity in the university system.	3.49	1.16	High	7
Weighted Mean		3.90	0.67	High	

Table No. (3) shows the reality of the responses of educational leaders at the University of Hail in relation to the ideal influence dimension. It was found that the general mean was (3.90), with a standard deviation of (0.67), and their agreement was generally very high. This is because the educational transformational leaders act in a respectful manner with the administrative staff at the university through their possession of interaction and communication skills. At the university, they possess leadership skills in preparing university plans, and they prefer the public interest of the university over any other consideration.

Q2: How does inspirational motivation relate to the role of transformational educational leadership in the growth of the University of Hail?

The sample responses on the inspirational motivation dimension were analyzed to determine their arithmetic means and standard deviations in order to provide an answer for this question.

Table (4) Inspirational Motivation

No.	Items	Means	Standard Deviations	Degree	Rank
4	The transformational educational leader participates in building the vision and mission of the university.	4.09	0.97	High	1
2	A transformational educational leader works passionately about the important issues that need to be accomplished in the university	4.08	0.87	High	2
7	A transformational educational leader is optimistic about the desired future of the university in fulfilling its mission	4.06	0.86	High	3
1	The transformational educational leader enhances the administrative staff's sense of the university's goals and objectives.	4.06	0.94	High	4

5	A transformational educational leader is committed to the university's goals and vision for the future.	3.84	1.03	High	5
6	The transformational educational leader strives to achieve the goals set according to well-defined plans and strategies	3.83	0.92	High	6
3	A transformational educational leader is concerned with the success of the university's mission and goals.	3.81	0.96	High	7
Weighted Mean		3.97	0.80	High	

Table No. (4) descriptively shows the reality of the responses of the educational leaders at the University of Hail in relation to inspirational motivation, as it was found that the general mean was (3.97), with a standard deviation of the dimension (0.80), and their agreement was generally very high. This result is due to the fact that the educational leaders at the University of Hail participate in building the vision and mission of the university, especially with regard to the important issues that must be accomplished. In addition, educational leaders enhance the sense of the university's goals, objectives, and future vision in order to achieve the goals set according to well-defined plans and strategies.

Q3: How does empowerment relate to the role of transformational educational leadership in the growth of the University of Hail?

The sample responses on the empowerment dimension were analyzed to determine their arithmetic means and standard deviations to provide an answer for this question.

Table (5) Empowerment

No.	Items	Means	Standard Deviations	Degree	Rank
5	The transformational educational leader is concerned with empowering and developing human competencies at the university	3.89	0.93	High	1
7	The transformational educational leader focuses in his empowerment programs on developing the attitudes of the administrative staff at the university	3.84	1.09	High	2
4	The transformational educational leader encourages initiatives expressing new cultural values in all university events	3.80	1.02	High	3
6	The transformational educational leader works to provide the administrative staff with the necessary skills to carry out the development process in the university.	3.78	1.04	High	4
1	The transformational educational leader provides a model for teamwork and team collaboration within the university	3.76	1.04	High	5

	system.				
3	The transformational educational leader is keen to follow up on administrative developments by following up on conferences and workshops with the aim of improving the university system.	3.76	1.16	High	6
2	A transformational educational leader gives university workers broader authority to exercise oversight, take responsibility, and use their abilities by encouraging them to make decisions.	3.72	1.11	High	7
Weighted Mean		3.79	0.89	High	

Table No. (5) descriptively shows the reality of the responses of the educational leaders at the University of Hail in relation to empowerment, as it was found that the general mean was (3.79), with a standard deviation of the dimension (0.89), and their agreement was generally to a large degree. This is because the educational leaders at the University of Hail pay attention to the importance of employing transformational leadership and focus on empowering and developing human competencies in the university. They are also working to achieve this through team spirit and collective cooperation and keenness to follow up on administrative developments by following up on conferences and workshops with the aim of improving the university system.

Summary of the statistical analysis results

1. The University of Hail places a high value on educational transformative leadership, as seen by the ideal influence dimension's arithmetic mean of 3.90 and standard deviation of 0.67.
2. The University of Hail places a high value on educational transformative leadership, as seen by the inspirational motivation dimension's arithmetic mean of 3.97 and standard deviation of 0.80.
3. The University of Hail places a high value on educational transformative leadership, as seen by the inspirational motivation dimension's arithmetic mean of 3.79 and standard deviation of 0.89.

Recommendations

1. Raising administrative awareness inside the institution by creating a number of administrative and organizational frameworks that guarantee the successful implementation of the transformational leadership.
2. Increasing the awareness of educational leaders at the university of the importance of practicing transformational leadership, by holding seminars and lectures explaining the importance of its practice and its importance in developing educational work within the university.

3. Giving the university an opportunity to self-manage itself by granting it more powers with the aim of reform through the participation of all individuals in this reform.
4. The need for a transformational leadership in the university with experience and awareness of the components, demands and capabilities of the academic and administrative staff.
5. Working on preparing training programs that contribute to increasing the degree of leaders' practice of transformational leadership.
6. Holding specialized training courses to prepare educational leaders and train them on modern administrative methods and university leadership in light of the successive technical developments.

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